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A person shall not teach in a public school without having a license then in force. A license shall not be issued to a person under seventeen years of age. (Amended 1989, No. 118, § 3.)

T. 16 V.S.A. § 1695. Credentials granted in another state

The board shall make regulations relating to the recognition of teachers' licenses, diplomas and educational credentials granted in any other state, provided such other state shall recognize, by substantially reciprocal regulations or laws, such licenses, diplomas and educational credentials issued in this state. (Amended 1989, No. 18, § 3.)

T. 16 V.S. A. § 164. State board, general powers and duties

(5) Make regulations governing the licensing and qualification of all public school teachers, administrators, and other school personnel who are subject to licensing as determined by the state board, and for the recognition of teacher or administrator licenses issued by other states which will qualify a person to teach or administer in this state, provided such other state shall recognize by substantially reciprocal regulations or laws, licenses issued by this state. A license may be revoked for cause by the state board.

T. 16 V.S.A. § 1697. Fees

(a) Each applicant and licensee shall be subject to the following fees:

- (1) Initial processing of application \$35.00
- (2) Issuance of initial license \$35.00 per year for the term of the license
- (3) Renewal of license \$35.00 per year for the term of the renewal
- (4) Replacement of license \$10.00
- (5) Duplicate license \$3.00

Pursuant to subdivision 603(2) of Title 32, these fees may be adjusted.

(b) Fees collected under this section shall be credited to special funds established and managed pursuant to chapter 7, subchapter 5 of Title 32, and shall be available to the department to offset the costs of providing those services. (Added 1971, No. 104, § 2; amended 1989, No. 118, § 1; 1997, No. 59, § 26, eff. June 30, 1997.)

T. 16 V.S.A. § 1792. Teachers with professional certification

(a) Qualifications. A professionally-certified teacher is a holder of a professional license as issued under the regulations of the state board of education

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STANDARDS FOR VERMONT EDUCATORS:
A VISION FOR SCHOOLING**

The document Standards for Vermont Educators: A Vision for Schooling has been approved by the Professional Standards Board and is considered to be a policy of this Board.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF: Lic.Reg:5610

CROSS REF: D1; D2

ANNOTATIONS/BRIEF HISTORY: Noted in minutes of 7/30-31/9

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

VSBPE MEMBERSHIP

A. Membership

1. The Standards Board for Professional Educators, appointed by the State Board of Education, from a pool of self-nominated and nominated persons, shall be composed of twenty-three members:

Teachers	12
Administrators	5
Superintendent (1)	
Principal (1)	
Director of Special Education (1)	
Area Technical Center Director (1)	
Administrator at Large (1)	
Representatives of the Public	1
School Directors	2
Representatives of Public and Private Educator Preparation Institutions	3
Total	<u>23</u>

2. The Commissioner or a designee shall be an ex-officio, non-voting member of the Professional Standards Board and the Board shall consider the Commissioner's or the designee's recommendations.

B. Terms

1. Terms shall begin July 1 and shall be for three years.
2. Members may be reappointed to consecutive terms but no member may serve more than two terms consecutively.

C. Chair

1. The Standards Board for Professional Educators shall elect annually in July members to serve as chair and vice-chair. The current chair shall serve as chair until a new chair is elected. If the current chair's term on the Board ends, the vice-chair will serve as chair until a new chair is elected. If the vice-chair term also ends, the VSBPE, at its June meeting shall appoint a chair pro-tem to serve from June 30 until a new chair is elected.
2. The chair may not serve as chair for more than two (2) consecutive years.

DATE ADOPTED: 10/30/92

DATE REVISED: 02/08/93; 05/01/98

LEGAL REF: 16 VSA 164; Lic.Reg:5610

CROSS REF: C3

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 9/89; 5/4-5/90

D. Membership Status and Replacement

1. In the event a member is unable to complete the appointed term or no longer fits the category of appointed representation on the Board, a replacement shall be requested of the State Board of Education. The member may continue to serve until a replacement is named.
2. In the event of mid-term vacancies, a replacement member shall be appointed as soon as practical by the State Board of Education for a term of three years. Service shall begin upon appointment. For the purpose of determining the number of terms served, the term shall be considered as beginning July 1 of the calendar year in which the appointment is made.
3. The Standards Board recommends that when replacing members within categories, an attempt be made to vary teaching specialties and geographic areas.

E. Reimbursement

1. Board members shall be eligible for reimbursement by the Department of Education for allowable expenses.
2. Institutions which employ educator members shall be reimbursed for the cost of substitutes.
3. Lay members of the Standards Board will receive a per diem in addition to their allowable expenses. For the purpose of Rule 5610, lay members shall mean School Directors and Representative(s) of the Public.

F. Orientation of New Members

1. Orientation of new members will be by the chairperson or designee.

G. Individual Board member(s) or committees of the Board may be permitted to act on behalf of the Standards Board only if so authorized by vote of the Board and such vote is duly recorded in the minutes of the meeting.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

VSBPPE MEETINGS

A. Frequency

1. The Standards Board shall meet at least ten (10) times each year.

B. Robert's Rules of Order

1. Robert's Rules of Order shall govern the conduct of Standards Board meetings.
2. A parliamentarian may be appointed by the chair.

C. Quorum

1. A quorum will consist of a simple majority and shall be necessary for any official action of the board.
2. A quorum for standing committees shall also consist of a simple majority.
3. Concurrence of a majority of Board members present at a Standards Board meeting shall be necessary and sufficient for Board action.

D. Attendance

1. There will be an attempt to vary meeting times, days, and locations so as to minimize teacher and administrator time away from school.
2. The chair will review the standing of members who miss consecutive meetings and take action where warranted.

E. Board Meeting Attendees

1. The chairperson of the Board may recognize visitors, guests, and other interested parties to speak and to assist the board and its standing committees.
2. The public shall be given a reasonable opportunity to express its opinion on matters considered by the Standards Board during the meeting as long as order is maintained. Public comment shall be subject to reasonable rules established by the chair.
3. A qualified representative of the Department of Education will be available at board meetings and committee meetings.
4. Legal counsel will be present at all meetings of the Standards Board to the extent necessary and possible.

DATE ADOPTED: 10/30/92

DATE REVISED: 02/08/93

LEGAL REF: 1 VSA 310-320; Lic. Regs: 5610

CROSS REF: C4

ANNOTATIONS/BRIEF HISTORY: Noted in minutes of 9/89; 12/1-2/89; 5/29/90; 8/16-17/90

F. Board Agendas

1. Board meeting agenda items may be placed on the agenda at the request of:
 - a) board members
 - b) representatives of the Department of Education
 - c) individuals with recommendations from a duly constituted organization
 - d) a duly constituted organization
2. Agendas will be determined by the chair in consultation with the Executive Committee and the Chief of Licensing.
3. All agenda item requests must be channeled to the chairperson through the Department of Education.
4. An item must be placed on the agenda if so requested by a vote of the Board.

G. Minutes

1. Meetings will be recorded electronically to aid in the writing of minutes.
2. Motions and recommendations will be indented, single-spaced, and printed in boldface to distinguish them.
3. In addition to the requirements of the open meeting law for the recording of minutes, the minutes shall highlight the substance of the discussion of important issues.

H. Submission of Information to the Board

1. Until final approval by the Standards Board, all documents identified as representing the work of the Board shall be dated, marked draft, and, if appropriate, note the author.
2. All documents submitted to the Standards Board by its committees or staff shall indicate date and authorship.

I. Board Packets

1. Agendas, minutes and all other appropriate materials should be sent to the members of the Standards Board at least one week prior to board meetings.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

VSBE COMMITTEES

A. Permanent Standing Committees

1. Teacher Relicensing Committee

- a) The majority of this Committee will be teachers
- b) The principal duty of this committee is to oversee the operation of the local standards boards and the local teacher relicensing process.

2. Administrator Relicensing Committee

- a) The majority of this Committee will be administrators.
- b) The principal duties of this Committee are to:
 - (1) Oversee the operation of the Regional Administrator Standards Boards and the regional administrator relicensing process.
 - (2) Ensure that all those holding a license as superintendent, principal, vocational director, coordinator of special education, and supervisor have a mechanism to seek approval for an Individual Professional

3. Higher Education Committee

- a) The principal duties of this Committee are to:
 - (1) Oversee the training of those who will be members of the visiting approval teams for teacher preparation programs; to assign appropriate members to approval teams; to prepare the Professional Standards Board for review of the findings of the visiting approval teams.
 - (2) Coordinate the efforts of higher education to provide inservice coursework to local Vermont schools and to respond to requests from the local standards board for assistance.
- 4. Annually, after consultation with board members, the chair will make appointments to the standing committees.
- 5. The chairs of the standing committees will be elected annually by the members of each standing committee.
- 6. A quorum for standing committees will consist of a simple majority.
Development Plan and a recommendation for relicensure.

DATE ADOPTED: 10/30/92

DATE REVISED: 02/08/93

LEGAL REF: 16 VSA 1697; 1 VSA 310-320; Lic.Reg.5610; 5620

CROSS REF: D1; D2; N1; N

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 9/89; 5/4-5/90; 3/13/92

B. Ad-hoc Committees

1. The chairperson may appoint ad-hoc committees to address any related issues not assigned to the standing committees.

C. Executive Committee

1. The Executive Committee will be composed of chair, vice chair, past chair, and chairs of standing committees.
2. The Executive Committee will assist the Chair in the formation of meeting agendas.
3. The Committee will review financial information presented by the finance committee.
4. The Executive Committee may address issues that need attention before the next Standards Board meeting.

D. Nominating Committee

1. A Nominating Committee shall be established annually to recommend candidates for chair and vice chair.
2. The Nominating Committee shall be composed of the chair or designee of each standing committee. If a standing committee chair is a potential candidate, then the standing committee should designate another member to serve on the nominating committee.

E. Strategic Planning Committee

1. A Strategic Planning Committee will be established to work in conjunction with staff to develop a long range plan.
2. The Strategic Planning Committee will be appointed by the chair of the Board and will consist of the chair, vice chair, and no less than one member from each standing committee.

F. Finance Committee

1. The Finance Committee will be appointed by the chair and will consist of the chair, vice chair, and no less than one member from each standing committee.
2. The duties of the Finance Committee will be to review quarterly expense and revenue reports; assist in development of long range plans and make recommendations to the Executive Committee on financial matters.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
PROPOSALS TO THE VSBPE**

Proposals to the Vermont Standards Board for Professional Educators will be considered in the following manner.

A. Initiation of Proposal

A proposal on any issue pertinent to the charge of the Standards Board may be brought by any member or committee of the VSBPE, the Commissioner of Education or designees, the State Board of Education or a duly constituted organization concerned with educational matters.

Proposals shall be in writing and submitted to the Board Chair either directly or through the Licensing Office. The proposal shall specify the issue, the desired action, and the rationale for the proposed action.

B. Referral of Proposals

The Board Chair will receive all proposals and, in consultation with the Executive Committee, determine whether the proposal is within the scope of the Board's responsibilities and to which committee, if any, it will be referred. An effort shall be made to ascertain what other groups may be working on the same issue.

The chair may refer a proposal to the appropriate standing committee, establish an ad-hoc committee to research the proposal, or refer it to the full board.

Proposals shall be referred in as timely a manner as possible.

At a regular meeting, the chair will inform the VSBPE of all proposals received and to which committee, if any, they have been referred.

C. Committee Action

A committee to which a proposal has been referred will research the issue and recommend an action to the Standards Board. The committee shall adhere to all pertinent requirements of the "open meeting law".

The Department of Education shall be consulted for clarification and information regarding legal, educational and administrative ramifications of the proposal.

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93

LEGAL REF: 1 VSA 310-320; Lic. Regs: 5610

CROSS REF: C2, C3; G1

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 9/89

Efforts will be made to seek various points of view regarding the proposal including the view of those most affected by the proposal. These efforts may include public meetings.

As a result of its efforts, the committee will make a recommendation to the Standards Board regarding action on the proposal. The recommendation should be consistent with current regulations and adopted policies or specify any necessary changes to current regulations or policy.

The committee will also make a recommendation to the Standards Board as to whether the recommendation merits a public hearing. In the event a public hearing is held, the committee shall reconsider its recommendation in light of testimony received and report its recommendation to the Standards Board.

D. Standards Board Action

The Standards Board will act on committee recommendations at the next or later meeting. The Board may accept, reject for stated reasons, or revise the recommendations.

In the event a proposal is referred to the Standards Board as a whole, the Board will follow the same procedures indicated in paragraph C when addressing a proposal.

A proposal adopted by the Standards Board should be consistent with current regulations and adopted policies or specify any necessary changes to current regulation or policy.

E. Public Hearing

If a public hearing is deemed necessary by the Standards Board, a hearing will be scheduled by the Chair and public notice shall be given in accordance with law. In addition, organizations determined to have an interest in the proposal will be notified. A public hearing may, but need not be, scheduled in conjunction with a regular VSPBE meeting. The public meeting may be conducted with the full Board or a portion of the Board present or by the Chair or designee acting alone. The public hearing will be conducted according to the following procedures:

- * all hearings shall be open to the public
- * those wishing to testify shall sign in
- * witnesses may testify orally and/or submit testimony in writing
- * unless otherwise permitted by the chair or designee, each witness shall be permitted up to five minutes to testify
- * testimony shall be recorded
- * a summary of the testimony shall be prepared for the Standards Board

F. Rule Change

If the adopted proposal requires an amendment to the State Board of Education Rules, the proposal will be forwarded in writing to the State Board. The proposal will be forwarded through the Department of Education.

From this point the proposal will be heard according to State Board of Education procedures.

CODE: SB/C5.1

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
RELATIONSHIP TO THE STATE BOARD OF EDUCATION**

The Chair of the Standards Board or designees will represent the Standards Board at appropriate State Board of Education meetings.

The Standards Board will request a joint meeting be held with the State Board of Education at least one time each year.

The Standards Board shall submit an annual report to the Commissioner and the State Board of Education.

The Standards Board shall develop an annual Action Plan in consultation with the Commissioner, the State Board of Education, members of the profession, teacher educators, and the public. The Action Plan will include new issues for study and ongoing work to be completed by the Professional Standards Board. The annual Action Plan will be set by October 1 of each year.

DATE ADOPTED: 10/30/92

DATE REVISED: 1/15/04

LEGAL REF: 16 VSA 164; Lic. Regs: 5610

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in PSB Minutes 9/89, 1/15/04

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**HIRING POLICY FOR LICENSING AND
PROFESSIONAL STANDARDS UNIT**

Position descriptions for staff to be hired, which include the major responsibilities and required qualifications, will be presented to the Standards Board for review and recommendations for revision prior to advertising.

Classified state employment positions will be advertised within the Department of Education, within the state agency network and in state newspapers according to state personnel procedures. Classified state employment positions will be subject to state personnel hiring and employment procedures.

Non-state employment positions may be filled through alternate procedures which will be discussed with the Standards Board prior to advertising.

Written applications will be screened according to the stated position qualifications. Highest rated applicants will be invited to interview.

The Chair of the Standards Board for Professional Educators, or designee, will join Department staff to interview finalists and participate in the final decision to select the successful candidates. Additional Standards Board members may be designated to join the process with mutual agreement between the Standards Board and Department staff. The Chair, in consultation with the Executive Committee, may waive the participation of the Standards Board in the interview and selection process.

DATE ADOPTED: 10/30/92

DATE REVISED: 12/3/93

LEGAL REF:

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in minutes 10/29/90

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

ADOPTION OF POLICIES

The Vermont Standards Board for Professional Educators (VSBPE) shall adopt policies in the following manner:

1. A policy may be proposed by any member or committee of VSBPE, the Commissioner of Education or his or her designee, the State Board of Education, or a duly constituted organization concerned with educational matters. Such proposals shall be accepted and referred by the Chair of the VSBPE to an appropriate committee for review and recommendation. A policy proposed by any other individual or organization may be accepted and referred by the Chair of the VSBPE as set forth above.
2. Upon recommendation of the appropriate committee, discussion of the proposed policy by the VSBPE shall take place at least one meeting prior to adoption of said policy. The committee recommendation and VSBPE discussion may occur at the same meeting. Notice of said discussion and adoption will be included on the VSBPE meeting agenda. The notice will include the title, the file code and a brief statement of the substance of the proposed policy and will indicate that public discussion of the proposed policy will be permitted.
3. In extraordinary circumstances that require the immediate adopting of a proposed policy, said proposed policy may be adopted without following the procedures set forth above. The said policy will remain in effect only if it is ratified at the next meeting of the VSBPE following its adoption.

DATE ADOPTED: 01/18/93

DATE REVISED:

LEGAL REF:

CROSS REF:

ANNOTATIONS/BRIEF HISTORY:

CODE: SB/D3

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**WHO WILL USE THE ADMINISTRATOR REGIONAL
STANDARDS BOARD FOR RELICENSING**

An educator will be considered an administrator for relicensing purposes and will utilize the services of an Administrator Regional Standards Board when the majority of that educator's employed time in a school or school district is devoted to direct responsibility for the evaluation and discipline of personnel, the development and management of the curriculum of the school, or supervision or internal management of a school system or school program, regardless of whether that person's duties also include the furnishing of direct instructional or other services to pupils.

When a further question arises as to the appropriate licensing board to handle an educator relicensing request, the superintendent in the applicant's district will make the determination.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF: Lic. Regs: 5150, 5410, 5420.2, 5630

CROSS REF: D2

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 10/25/91

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

APPROVAL OF PLANS OF OPERATION

A plan of operation for a local standards board in each supervisory union/district will be developed within the supervisory union/district. A plan of operation for a regional standards board to serve administrators will be developed within a region. Regions will usually be formed along the lines of the established superintendent regions.

- 1) Plans will be submitted to the standards board specialists at the Department of Education for review.
- 2) Those plans meeting the standards will be granted conditional approval pending final approval by the full Standards Board.
- 3) Those plans not meeting the standards will be returned for revision to local districts or regions and will be re-submitted to the standards board specialists for review.
- 4) The plans will then be forwarded to the Professional Standards Board for action.

The recommended plans of operation will be approved for a period of 7 years beginning 9/1/91 and ending 8/31/98. Each local/regional standards board will monitor the implementation process during the first 2 years of its plan's operation and at the end of the third year, the local/regional standards board will identify in its annual report to the Standards Board for Professional Educators, areas of concern or problems that exists in the plan of operation and how it has modified the original plan.

Amendments to plans of operation are subject to approval by the VSBPE. Amendments shall be ratified by the staff served by the local or regional board according to its amendment or ratification procedures.

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93

LEGAL REF: Lic. Regs. 5620, 5630

CROSS REF: D1, D2

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 9/17/90, 7/11-12/91

CODE: SB/D5

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**LICENSE RENEWAL FOR EDUCATORS
ON SABBATICAL OR LEAVE OF ABSENCE**

Educators who are on sabbatical or formal leave of absence from a school district or supervisory union/district shall be considered to be employees of that district or supervisory union/district for the purposes of renewing an educator license. Therefore, employees on sabbatical or formal leave of absence shall work through the appropriate local or regional standards to receive a recommendation for relicensure.

DATE ADOPTED: May 4, 1996

DATE REVISED:

LEGAL REF: Lic. Regs: 5421; 5430; 5435; 5620; 5630

CROSS REF: D 1; D 2; D 3

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**INTERPRETATION OF THE APPLICABILITY OF OPEN MEETING
AND PUBLIC RECORDS LAWS TO LSBs AND RSBs**

Vermont State law requires that all meetings of *public bodies* be open to the public. By regulation LSBs and RSBs are not public bodies within the meaning of 1 V.S.A. §310(3). However since these boards perform the important administrative function of recommending educators for relicensure and since the relicensure of educators is also an important public function, it is the policy of the VSBPE that all meetings of LSBs and RSBs shall be open to the general public. LSBs and RSBs do not need to comply with other provisions of the open meeting law, such as warning meetings, but should allow for public access to all meetings. It may, on occasion, be appropriate to hold an executive session. Executive sessions should be limited to matters relating to recommendations to deny a license where public knowledge may place the individual at a substantial disadvantage due to the sensitivity of the information being discussed. This should be an exception under compelling circumstances, not the general rule.

Vermont State law requires that *public agencies* allow any person to inspect or copy any public records or documents of a public agency, during regular business days and hours. LSBs and RSBs are public agencies within the meaning of 1 V.S.A. §317(a), which has a broader definition than that of a public body. Therefore, it is the policy of the VSBPE that all records of LSBs and RSBs, which fall within the definition of a public record or document, must be available for inspection or copying by members of the general public. A public record or document is defined as "all papers, documents, machine readable materials, or any other written or recorded matters, regardless of their physical form or characteristics, that are produced or acquired in the course of agency business." 1 V.S.A. §317(b). The personal documents of educators (including portfolios, as long as they are not kept by the LSB and RSB such as IPDPs, signed approvals for professional development activities and any miscellaneous correspondence that are produced or acquired by the boards) are subject to the disclosure provisions of Vermont's public records laws.

DATE ADOPTED: 7/27/98

DATE REVISED:

LEGAL REF: 1 V.S.A. §310-320; Licensing Regulations §5620

CROSS REF:

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON FINANCIAL GRANTS TO
LOCAL AND REGIONAL STANDARDS BOARDS**

It is the policy of the Vermont Standards Board for Professional Educators to provide some financial assistance in addition to the supervisory unions' responsibility for the support of local and regional standards boards.

Grants of a sum to be set annually will be available according to a method determined by the VSBPE and subject to the following conditions:

- 1) financial resources are adequate
- 2) LSBs/RSBs have an approved plan of operation
- 3) LSBs/RSBs apply for the grant
- 4) LSBs/RSBs indicate how they plan to spend the money
- 5) LSBs/RSBs have submitted an accounting of the previous grant expenditures
- 6) LSBs/RSBs have completed the annual report required by the VSBPE
- 7) LSBs/RSBs meet any other conditions that may be established.

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93, 1/15/04

LEGAL REF: 16 V.S.A. 1697, Lic.Reg.s: 5620; 5630

CROSS REF: D1; D2

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 5/3-4/91; 8/22-23/91, 1/15/04

CODE: SB/F7

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON LICENSURE OF INDIVIDUALS WHO HAVE
COMPLETED THEIR ACADEMIC PREPARATION OUTSIDE OF THE
UNITED STATES**

Individuals, who have completed their academic preparation outside of the United States, must have their academic background equated into American educational terms.

In order to determine eligibility for Vermont licensure the Licensing and Professional Standards Office will:

1. Require a minimum of a bachelors degree *where* specified in the regulations.
2. Require the applicant, if determined by the licensing office, to use a recognized credential service to translate his or her transcripts and determine that the applicant possesses a minimum of *the equivalent of a U.S.* bachelor's degree.
3. Require coursework in education of the exceptional *student* if it was not included in the applicant's preparation.
4. Require the applicant to demonstrate general knowledge of American history and culture.

There is no citizenship requirement.

DATE ADOPTED: 10/30/92

DATE REVISED: 5/22/06

LEGAL REF: Lic. Regs: 5230, 5231, 5330, 5610, 5820

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 12/9/90, 2/13/06, 3/22/06

CODE: SB/F8

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
POLICY ON NORTHEAST REGIONAL CREDENTIAL (NRC)**

An educator holding this credential may be hired to serve in Vermont public schools for two (2) years.

To continue teaching in Vermont the educator must qualify for and obtain an initial Vermont license where upon the educator becomes subject to the renewal provisions outlined in Section 5400 of the Licensing Regulations.

It is the responsibility of the teacher to be aware of and knowledgeable about the requirements for the initial regular certificate/license in the state in which one will be employed under the NRC. Those requirements must be satisfied at the time NRC terminates if one intends to continue service in the state in which you are employed under the NRC.

If an individual meets the state's requirements before the end of the two-year period a state license could be issued.

The NRC is only valid for two (2) years and is not renewable. However, in the event that one is not employed during the regional credential's initial validity period, it may be reissued for an additional full-term to those who continue to hold a valid state certificate/license/endorsement.

The Northeast Regional Credential (NRC) is available, upon request, to anyone who holds at least an initial regular certificate in a particular field in any of the seven states. Issued pursuant to the Interstate Agreement on Qualification of Personnel, the NRC entitles you to be employed in the credential title(s) for a period not exceeding one year in the schools in Maine or two years in the schools of the following jurisdictions: Connecticut-1, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont.

Vermont educators who seek a NRC must receive a recommendation from the Licensing Office. This recommendation denotes that the educator meets the minimum requirements agreed upon by the participants to the agreement.

An NRC in a content area will be authorized only when one has a major in that area.

NRC recognized endorsement/licensure areas are attached.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF: Lic. Regs: 5230, 5400

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: VSBPE recommended that Commissioner sign the agreements

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

PROCEDURES FOR HEARING ENDORSEMENT PROPOSALS

I. Purpose of Endorsements

All applicants for initial license as an educator are expected to demonstrate they can meet the General Principles required for licensure. An endorsement builds on these General Principles and represents the unique content knowledge and skills required for teaching specific subject matter, or otherwise practicing a particular aspect of the educational process. The ultimate purpose for endorsements is to provide students with highly qualified educators who can deliver the education necessary for students to achieve or exceed standards. Endorsements also influence the hiring process and staffing for schools, as well as shape educator preparation programs.

The VSBPE seeks to achieve a balance in the number and the specificity of endorsements in order to serve the primary purpose of furthering student learning while providing a realistic licensure system for Vermont schools and higher education preparation programs. To that end the following procedures apply.

II. Initiation of Proposal

A proposal to add, revise, or eliminate an endorsement(s) may be initiated by a member or committee of the VSBPE or by any duly constituted organization concerned with educational matters. Proposals shall be submitted in writing to the Chair of the VSBPE.

III. Content of Proposal

The written proposal shall specify the desired changes and include data that demonstrates the need for changes. In the event the VSBPE develops a consistent format for all endorsements, the new endorsement(s) should be proposed in that format or indicate why the format is inappropriate for the specific nature of the endorsement.

In addition, a proposal to add, revise, or eliminate endorsements shall, at minimum:

- a. Indicate how the proposal specifies a knowledge base unique to this endorsement that will serve to improve student learning;
- b. provide a rationale that the unique knowledge and skills cannot sufficiently be addressed through another endorsement or through the hiring process;
- c. indicate how the specified knowledge and skills for this particular field of practice builds on the General Principles required of all fields;
- d. indicate how the proposal aligns with *Vermont's Framework of Standards and Learning Opportunities*;

DATE ADOPTED: 10/30/92

DATE REVISED: 9/17/93; 2/9/95; 6/3/99

LEGAL REF: Lic. Regs.: 5150; 5232; 5235; 5440

CROSS REF: C2; C3; C4

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 1/21/91; 7/13/92

- e. document that the proposal is based on current research and best practices and that differing philosophies were explored;
- f. indicate what efforts were made to seek various, broad-spectrum points of view regarding the proposal, as well as the results of those efforts including documentation that all constituencies affected by the proposal were consulted; and
- g. indicate the impact this proposal might have on local schools and on higher education institutions that have educator preparation programs.

IV. Referral of Proposal

The Chair of the VSBPE shall, in consultation with the Executive Committee, refer a proposal to an appropriate committee of the Board.

At a regular meeting, the Chair will inform the VSBPE of all proposals received and the committee to which they have been referred.

V. Committee Action

The Department of Education will be consulted for clarification and information regarding legal, educational and administrative ramifications of the proposal.

The committee shall ensure that new or revised endorsements serve the purpose of endorsements and address the listed criteria for what endorsements should do. The purpose and criteria are stated in sections I and III.

The committee shall make a recommendation to the VSBPE as to whether or not the proposal merits a public meeting or public hearing.

VI. Public Hearing

If a public hearing is deemed necessary by the VSBPE, a hearing will be scheduled by the Chair and public notice shall be given in accordance with law. In addition, organizations determined to have an interest in the proposal shall be notified. A public hearing may, but need not be, scheduled in conjunction with a regular VSBPE meeting. The public hearing shall be conducted according to the following. All hearings shall be open to the public.

- Those wishing to testify shall sign in.
- Witnesses may testify orally and/or submit testimony in writing.
- Unless otherwise permitted by the Chair, or his or her designee, each witness shall be permitted up to five minutes to testify.
- Testimony shall be recorded.
- A summary of the testimony shall be prepared for the VSBPE.

VII. Recommendation

In the event a public hearing is held, the committee to which the proposal was referred under Section IV above shall reconsider the proposal in light of the testimony received and report its recommendation to the VSBPE in a timely fashion. If a hearing is not conducted, the committee shall report its recommendation directly to the VSBPE.

CODE: SB/G3

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY ON MODERN/CLASSICAL LANGUAGE(S) - NATIVE SPEAKERS

Educators seeking a modern and/or classical language(s) endorsement who are native speakers of the target language must document proficiency in the target language. The documentation shall be as outlined in the Proficiency Section of the endorsement competencies.

Satisfactory documentation of proficiency in the target language will be recognized as the equivalent of 9 credits toward the minimum 18 credits required for an additional endorsement.

DATE ADOPTED: 9/8/94

DATE REVISED:

LEGAL REF: Lic. Regs. 5220; 5440; 5440-15

CROSS REF: F7

ANNOTATIONS/BRIEF HISTORY:

CODE: SB/G5

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY FOR ADDING PROGRAMS AND TEACHER COMPETENCIES
TO THE TRADES AND INDUSTRY ENDORSEMENT**

In order to meet the needs of rapidly changing economies and technologies, Area Technical Centers frequently add new Trades and Industry programs to their curriculum. In addition, the content knowledge required to teach a specific trades or industry tends to be highly specialized or technical.

It is the intent of the VSBPE to efficiently meet the needs of new programs and to also ensure appropriate licensure standards are in place. Notwithstanding Policy SB/G1, A Procedures for Hearing Endorsement Proposals, it shall be the policy of the VSBPE to add a program (or category of a program) and its corresponding teacher content knowledge to the requirements of the Trades and Industry Endorsement according to the following procedures.

The Department of Education (DOE) shall provide to the Licensing Office the name of the new program and the teacher content knowledge required for the program and also provide documentation that:

- the program has received all approvals required by State regulations
- the teacher co approved by:
 - the program's advisory committee
 - the Regional Advisory Committee or other such governing body of the area technical center
 - the Director of the Career and Lifelong Learning Team of the DOE
 - the Area Technical Center Directors Association (for assurances the title and teacher competencies are generalizable to other centers.)

When all the documentation is received and the Licensing Office is assured that everything is in order, the program and the required teacher knowledge shall be added to the Trades and Industry Endorsement. In the event the Licensing Office has unresolved concerns about the request, the request shall be brought to the Standards Board for action.

All other competencies and requirements of the Trades and Industry Endorsement shall remain in force unless revised through procedures specified in Standards Board Policy SB/G1

DATE ADOPTED: 10/16/98

DATE REVISED:

LEGAL REF:

CROSS REF: G1

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON REVIEW OF LOCAL AND REGIONAL BOARD
RECOMMENDATIONS FOR DENIAL OF RELICENSURE OR
RENEWAL OF ENDORSEMENT**

I. Notice

When a local or regional standards board has made a final recommendation that denial of an educator's relicensure or renewal of endorsement is warranted on the basis of the failure to meet the requirements of, or develop, an Individual Professional Development Plan (IPDP) approved by the local or regional board, the failure to achieve sufficient professional development credits approved by the local or regional board, or the failure to meet each of the standards set forth in the Five Standards for Vermont Educators: A Vision for Schooling, or the failure to meet the requirements of, or develop, a professional portfolio, or the failure to fulfill other requirements set forth in the local or regional board's approved Plan of Operation for receiving a recommendation for license and/or endorsement renewal, the local or regional board shall:

send written notice of its decision and specific reasons for the decision to the educator within 10 days of the decisions and send a copy of said notice to the Licensing Office of the Vermont Department of Education;

provide the educator with written notice of the locally established options for reconsideration and appeal defined within the LSB/RSB Plan of Operation

provide the educator with written notice of criteria and procedures for appeal to the VSBPE and the State board of Education. This notice shall include the name of the Chair of the VSBPE

provide the educator with a copy of this policy outlining Vermont Standards Board for Professional Educators procedures for reviewing such recommendations.

II. Exhaustion of Remedies

The Vermont Standards Board for Professional Educators will only review the recommendation of a local or regional standards board for denial of relicensure or renewal of endorsement if the educator has exhausted or waived all local or regional appeal procedures.

III. Process for Appeal

An educator may appeal a recommendation by a local or regional standards board to deny an application for renewal or reinstatement of a license and/or endorsement(s) after exhaustion of remedies set forth in that standards board's Plan of Operation.

DATE ADOPTED: 10/30/92

DATE REVISED: 12/3/93; 10/16/98

LEGAL REF: Lic. Regs: 5420, 5430, 5620, 5630, 5700; Mem. of Agreement: Sec. II

CROSS REF: D1, D2, L1, H1

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 9/24/92, 10/29/90

The appeal shall be initiated by the educator writing a letter to the Chair of the VSBPE within 30 days of the final recommendation(notification?) of denial by a local or regional standards board.

If the educator does not file an appeal within the applicable time frame, unless he or she can demonstrate to the VSBPE that exceptional circumstances existed for the omission, the license or endorsement(s) shall be deemed denied.

IV. VSBPE Procedures

The VSBPE, upon appeal by an aggrieved applicant, shall determine whether applicable procedures as set forth in Section V of this policy, were followed by the local or regional standards board and whether there are reasonable grounds for the recommendation of the local or regional standards board.

The Chair of the VSBPE may appoint a subcommittee to review the matter and recommend findings and disposition to the VSBPE, or the VSBPE may review the matter itself in accordance with this policy.

The applicant may be represented by counsel during the appeal.

V. Standards for VSBPE Review

- A)** In order for the Standards Board for Professional Educators to reject the recommendation of the local or regional standards board for denial of relicensure or renewal of endorsement on the basis of the failure to have met the requirements of, or to have developed, an approved IPDP or failure to have achieved sufficient professional development credits, or failure to have fulfilled other requirements of the board's approved Plan of Operation that are necessary for an educator to receive a recommendation for license and/or endorsement renewal, the local or regional standards board must have abused its discretion in considering these issues. The Standards Board for Professional Educators may not substitute its judgment for that of a local or regional standards board on these specific issues.
- B)** For the purposes of this policy, the phrase "abused its discretion" means the local or regional standards board:
 - 1) failed to follow its own procedures in considering the educator's IPDP or professional development activities, or other requirements of the approved Plan of Operation that are necessary for an educator to receive a recommendation for license and/or endorsement renewal,
 - 2) failed to exercise its discretion by not acting on the educator's IPDP or request for professional development credit, or other requirements necessary for an educator's license and/or endorsement renewal, or
 - 3) exercised its discretion for clearly untenable reasons or to an extent clearly unreasonable.

VI. Decision of VSBPE

If the Standards Board for Professional Educators finds that the local or regional standards board did not abuse its discretion, it shall accept the recommendation of the local or regional board. If it finds that the local or regional standards board did abuse its discretion it may either reject or modify the recommendation or remand the matter to the local or regional standards board for further deliberations.

The full VSBPE shall review any recommendations of its subcommittee or the local or regional board as well as any written or oral submissions of the parties at a regularly scheduled meeting no later than 60 days following the recommendation. If the VSBPE agrees with the recommendation, it shall adopt it. Otherwise, the VSBPE may issue its own recommendation with regard to licensure or endorsement.

The recommendation of the VSBPE shall be in writing and contain the reasons for the recommendation and, if unfavorable to the applicant, give notice to the applicant of the right to appeal the recommendation to the State Board of Education.

VII. Appeal to the State Board of Education

If the Vermont Standards Board for Professional Educators votes to deny relicensure or endorsement renewal after following the process set forth in paragraph III above, the educator shall be notified in writing of the decision and its underlying reasons as well as of the automatic right of appeal to the Vermont State Board of Education and the procedures therefor.

An appeal to the State Board of Education shall be filed in writing within 30 days of the date of the VSBPE recommendation. If an appeal is not filed within the applicable time frame, unless the applicant demonstrates to the VSBPE that exceptional circumstances existed for the omission, the license or endorsement shall be deemed denied.

Appeal to the State Board of Education shall be according Section 5713.1 D of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals

VIII. Educator Status During Appeal

When a denial of renewal is under appeal, the educator may continue to be employed as licensed until a decision is rendered or right of appeal is waived.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE USE OF PROFESSIONAL DEVELOPMENT CREDITS
IN NEXT LICENSURE CYCLE**

Renewal of a Level II Vermont Professional Educator License is contingent upon satisfactory completion of professional development during the validity period of the license. In most cases, a license validity period begins on July 1 of the calendar year it is issued and ends on June 30 of the calendar year it expires. Historically, in order to apply to the appropriate licensure period, the professional development had to occur after July 1.

More recently, as educators complete their renewal requirements and develop a new IPDP, they are anxious to begin work on their new goals. In addition, colleges and schools are providing professional development opportunities earlier in the spring than has been past practice for summer sessions.

The VSBPE intends to provide flexibility that will maintain the concept of professional development within the licensure period and at the same time, support educators who wish to engage in high quality professional development related to their new IPDP and also address the changing time frame of professional development offerings.

To that end, it is the policy of the VSBPE that an educator may apply professional development to the next licensure period when the following conditions exist:

- the educator has met all requirements for relicensure and has received a recommendation for license renewal from the appropriate local or regional board,
- the educator has an approved IPDP for the ensuing licensure period on file with the appropriate local or regional board,
- the professional development aligns with the new IPDP and meets requirements of the local or regional board,
- the professional development takes place after January 1 of the calendar year in which the educator's license expires,
- approvals clearly indicate the licensure period to which the professional development applies

DATE ADOPTED: 12/03/98

DATE REVISED:

LEGAL REF: Lic. Regs: 5420; 5430; 5432

CROSS REF: D1, D2, H1

ANNOTATIONS/BRIEF HISTORY:

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

POLICY ON ACTIVITIES THAT QUALIFY FOR PROFESSIONAL DEVELOPMENT CREDIT

The following activities meet state professional development requirements for relicensure or reinstatement of a lapsed license and shall be approved by L/RSBs and the Licensing Office when the activities meet the requirements below and when all required documentation has been submitted. In some cases, there are restrictions on the total number of required credits that may be earned through particular categories of activities. (Other activities may be acceptable upon consultation with the L/RSB and the Licensing Office.)

- 1) In order to be approved, professional development activities submitted for license/endorsement renewal shall:
 - relate directly to the knowledge and performance standards of the endorsement(s) being renewed and/or to the *5 Standards for Vermont Educators* and 16 educator principles incorporated within the 5 standards, and
 - relate directly to the goals outlined in the educator's approved Individual Professional Development Plan (IPDP).
 - 2) Relicensure credit may be awarded for activities that are paid or unpaid and required by the school/district or self-selected.
 - 3) Relicensure credit is a unit of measure assigned by a local or regional standards board, or the Licensing Office, to professional development activities other than academic credit bearing courses that meet standards for relicensure/reinstatement. Fifteen (15) clock hours of professional development is equivalent to one (1) relicensure credit. Relicensure credits and academic credits apply equally toward relicensure/reinstatement requirements.
 - 4) The minimum contact time required for relicensure credit to be accrued is one-half (½) hour.
 - 5) Preapproval of professional development activities is suggested but not required.
1. **Academic Courses (graduate, undergraduate)**
 Documentation shall include:
 - Official transcript or grade report
 Limitations:
 - Credits granted will be equivalent to credit indicated on the transcript or grade report
 - No limit on percentage of required credits that may be earned in this manner
 2. **Workshops/Seminars/Professional Conferences Sponsored by Credible and Recognizable Organizations** (e.g., Vermont-NEA, ASCD, school districts, VASS, NSTA, DOE etc.)
 Documentation shall include:
 - Verification of participation, program content, and contact hours
 Limitations:
 - No limit on percentage of required credits that may be earned in this manner

DATE ADOPTED: 6/3/99

DATE REVISED: 11/16/00, 3/15/05

LEGAL REF: Lic. Regs: 5421, 5431, 5432, 5435

CROSS REF:

ANNOTATIONS/BRIEF HISTORY:

3. Designing, Developing and Teaching Courses or Workshops

Documentation shall include:

- Course or workshop syllabus
- Verification by institution or organization that course/workshop was held

Limitations:

- Limited to initial offering or complete redesign of course/workshop
- Limited to 1/3 of required credits per endorsement

4. Applied Experience in Content Area of Endorsement Through Employment in a Related Non-Educational Setting or Internship, or Through Related Educational Travel or Volunteer Service

Documentation shall include:

- Description of job/position, educational travel, or volunteer service
- Employer or sponsor verification of experience or service, including number of hours or weeks of participation
- Documentation of the travel (may include journal, tickets, museum stubs, itinerary, etc.)

Limitations:

- Limited to 1/3 of required credits per endorsement

5. Local School/District Activities or Action Research/Reform Projects

Documentation shall include:

- Brief description of goals and outcome of activity/project
- Verification by project/activity convenor of
 - participant's role
 - number of contact hours

Limitations:

- Limited to 1/3 of required credits per endorsement

6. State Education Activities or Reform Projects/Committees

Documentation shall include:

- Brief description of goals of activity/project
- Verification by project/activity convenor of
 - participant's role
 - number of contact hours

Limitations:

- Limited to 1/3 of required credits per endorsement

7. Institution of Higher Education Reform Activities – Partnerships with K-12 Schools

Documentation shall include:

- Brief description of goals of activity/project
- Verification by project/activity convenor of
 - participant's role
 - number of contact hours

Limitations:

- Limited to 1/3 of required credits per endorsement

8. Educational Research and Publication

Documentation shall include:

- Verification of research and publication by recognizable and credible organization, or verification of acceptance of the thesis by an academic advisor in the case of degree-related research

Limitations:

- Limited to 1/3 of required credits per endorsement

9. National Board for Professional Teaching Standards (NBPTS) Certification

Documentation shall include:

- Letter from the state of Vermont Department of Education National Board Certification Coordinator verifying submission of the portfolio, or a copy of the National Board Certificate earned

Limitations:

- A NBPTS portfolio may be submitted in lieu of a relicensure portfolio only once for each comparable endorsement unless the educator also completes the certificate renewal process. (Please contact the Department of Education or L/RSB for an updated list of the comparable endorsements.)

10. Industry credentials (e.g., Emergency Medical Technician) or Commercial Driver's License (CDL) add-ons

Documentation shall include:

- Official documentation of passage of the examination or receipt of the first CDL

Limitations:

- Limited to 1/3 of required credits per endorsement
- Limited to first issuance of credential or CDL

11. Peace Corps Experience

Documentation shall include:

- Verification by the organization director (or equivalent) of participant's role and number of months of participation

Limitations:

- Limited to 2/3 of required credits per endorsement

12. Mentor to a New Teacher

Documentation shall include:

- Verification by the school principal of assignment to this role, number of mentees mentored, and total number of mentor training and contact hours involved

Limitations:

- Limited to 1/3 of required credits per endorsement

13. Clinical Continuing Education Required for Other Required Professional Licensure (applies to Educational Speech-Language Pathologists, School Nurses and Associate School Nurses, School Social Workers, and School Psychologists only)

Documentation shall include:

- Official transcript or grade report if an academic course
- Verification of participation, program content, and contact hours if a workshop/seminar/professional conference

Limitations:

- Limited to 1/2 of required credits per endorsement

14. School-Business/Industry or School-Community Partnership Initiatives

Documentation shall include:

- Brief description of goals of partnership
- Verification by project organizer of
 - participant's role
 - number of contact hours

Limitation:

- Limited to 1/3 of required credits per endorsement

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON NATIONAL BOARD CERTIFICATION IN LIEU
OF A RE-LICENSURE PORTFOLIO**

Beginning September 1, 2004, if an educator intends to submit his or her National Board Certification in lieu of a re-licensure portfolio, his/her IPDP must be amended to reflect its use as such at least one year before the license is to expire. A letter from the Vermont Department of Education National Board Certification Coordinator verifying submission of the portfolio, or a copy of the National Board Certificate earned, must be submitted to the Local or Regional Standards Board along with current IPDP.

A National Board Certification Portfolio may be submitted in lieu of a re-licensure portfolio only once for each comparable endorsement. Comparable endorsements will be established by the VSBPE and the Department of Education and will be updated annually.

In addition, the educator will need to submit a new IPDP for the ensuing licensure period as per Regulation 5432 D.4. And if the educator has endorsements being renewed, other than the one addressed in the National Board Certification portfolio, the educator will need to submit evidence of the professional development required for those endorsements as per Regulation 5432 D.2.e and 3.

DATE ADOPTED: 10/15/04

DATE REVISED:

LEGAL REF: Lic. Regs: 5432D.5

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE minutes 8/9-10/04, 10/15/04

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY ON LAPSED LICENSES

Rule 5435.1 of the Vermont State Board of Education authorizes the Standards Board to implement standards and procedures for the reinstatement of lapsed licenses. Rule 5435.1 directs the Commissioner to reinstate a lapsed license when an applicant shows evidence of professional growth equivalent to that which would have been required for the maintenance of each lapsed license or endorsement that the applicant seeks to have reinstated. Accordingly, the VSBPE will require the following procedures and standards for the reinstatement of lapsed licenses.

1. As required by Rule 5435.1, applicants for reinstatement of lapsed licenses or endorsements must submit evidence of professional growth equivalent to that which would have been required for the maintenance of the lapsed licenses or endorsements. VSBPE policy Code SB/H1 states the credit hour requirements of the VSBPE.
2. Local or Regional Standards Boards will retain authority to evaluate the professional development activities of applicants whose licenses or endorsements lapse while the applicant is employed by an entity within the LSB or RSB's jurisdiction.
3. The authority of Local or Regional Standards Boards to evaluate the professional development activities of applicants who are employed by an entity within the LSB or RSB's jurisdiction when a license or endorsement lapses shall be retained for two years following the date that the license or endorsement lapses.
4. During the two year period during which an LSB or RSB retains jurisdiction over lapsed licenses or endorsements, the LSB or RSB shall apply the same standards with regard to individual plans for professional development and approval of credits for reinstatement as it applies to license renewals.
5. The Licensing Office of the Department of Education shall have authority to reinstate the license or endorsement of any applicant who is not employed by an entity within the jurisdiction of an LSB or RSB when his or her license or endorsement expires, or who has not been employed by an entity within an LSB or RSB's jurisdiction for two or more years.
6. An applicant who is denied reinstatement by an LSB, RSB or by the Licensing Office shall have appeal rights under Rule 5713 .1 of the Vermont State Board of Education.

DATE ADOPTED: 4/2/01

DATE REVISED:

LEGAL REF.: Rules 5435.1, 5713.1

CROSS REF.: VSBPE Policy SB/H1

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**PROCEDURES FOR REVIEWING THE COMMISSIONER'S
RECOMMENDATIONS FOR SUSPENSION OR REVOCATION OF AN
EDUCATOR'S LICENSE**

1. When the Commissioner makes a recommendation to the Chair of the Standards Board, it shall be copied to the educator in question and it shall contain the specific reasons for the recommendation.
2. Once the Commissioner has made a recommendation and the Chair has appointed a committee pursuant to paragraph III of the agreement entered into between the Commissioner and the Chair of the Board dated August, 1990, the Licensing Unit will give notice to the educator in writing that the committee will be considering the Commissioner's recommendation. The notice shall set forth the time, date and place of the committee meeting scheduled to discuss the matter and shall offer the educator the right to be present and explain his or her circumstances to the committee or offer pertinent documents or other information and the right to be represented by counsel at any stage of the process.
3. The committee meeting shall be held in executive session unless otherwise requested by the educator. However the committee may always deliberate in executive session if it chooses to do so. A chair of the committee shall be designated by the chair of the Standards Board when the original appointment of the committee is made.
4. At the committee meeting, the educator may be accompanied by an attorney or other person(s) at the educator's discretion. However, the meeting is not an evidentiary hearing at which witnesses may be examined or cross-examined. Rather, it is an opportunity for the committee to hear from the educator or others on the commissioner's recommendation. The Chair of the committee shall permit committee questions of the educator or others present and a statement by the educator or others asked to speak by the educator. The committee may also ask others, such as a superintendent or principal, to attend and furnish information.
5. If the committee deliberates in executive session, it shall notify the educator and the commissioner's representative of its recommendation to the full Standards Board. Whether the committee deliberates in open or executive session, the recommendation communicated to the commissioner's representative and the educator shall contain the reasons for its recommendations.
6. The Standards Board will take up the committee's recommendation in executive session unless otherwise requested by the educator. Again, the Board may deliberate in executive session if it chooses to do so. The Commissioner's representative and the educator, who may be represented by counsel or otherwise, shall be permitted to present arguments before the Board on the proposed action. Any action taken by the Board regarding the educator's license shall be in open session and shall contain the reasons therefor.
7. Assuming the Board votes to suspend or revoke the educator's license, the Chief of the Licensing and professional Standards Unit shall formally notify in writing the educator of the decision and shall initiate the appeal process with the State Board of Education. The notice to the educator shall contain the form developed by the Licensing Unit which offers the educator the ability to waive the State Board appeal. The notice shall also set forth the rights of the educator in the State Board proceeding

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF: 1 VSA Ch.5; 16 V.S.A. 164; Lic. Regs: 5610, 5700; Mem.of Agr: Sec. III; IX

CROSS REF: C3; H2

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 6/5/92; 7/13-14/92

CODE: SB/N1

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY FOR STATE APPROVAL AND INTERSTATE CERTIFICATION
RECIPROCITY (NASDTEC) FOR TEACHER EDUCATION PROGRAMS**

The Vermont Standards Board for Professional Educators will approve teacher preparation and continuing education programs according to procedures in section 5900 of the Regulations Governing the Licensing of Educators and Preparation of Educational Professionals, July 1989, amended July, 1991; and the NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION STANDARDS, 1989 revised edition.

The Standards Board will follow procedures as approved in the Guide For State Approval and Interstate Certification Reciprocity for Teacher Education Programs in Vermont which is attached hereto.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF: 16 V.S.A. 164, Chpt.59, Sub.Chpt.1, 2041-2049, Sub.Chpt. 2, 2061; 2062;
Lic.Reg: 5900; Memorandum of Agreement: Sec.VII

CROSS REF: N2; N3

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 9/17/90

CODE: SB/N2

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON APPOINTMENT OF TEAMS TO
EVALUATE INSTITUTIONS PREPARING TEACHERS**

A team to evaluate institutions preparing teachers shall be appointed by the Standards Board for Professional Educators.

The team will include:

- One (1) member of the VSBPE
- One (1) member of the professional teacher education community
- Two (2) members at large recommended by the VSBPE Higher Education Committee

Additional members may be added to the team at the discretion of the VSBPE.

To facilitate the appointment of teams:

- 1) The Standards Board for Professional Educators authorizes the Licensing and Professional Standards Office to manage the program approval process.
- 2) The Licensing and Professional Standards Office will submit the team members for each program approval visit to the Standards Board for final approval.
- 3) The chair of the Standards Board will refer such program approval team membership lists as are described in paragraph #2 above to the appropriate standing committee to review, either itself or through a sub-committee, and make recommendations to the full Standards Board.
- 4) The Commissioner and the Standards Board will enter into an agreement authorizing these procedures to evaluate educator preparation programs and review this accord as needed so that the Commissioner or the Standards Board may recommend changes.

DATE ADOPTED: 10/30/92

DATE REVISED: 4/30/93; 4/12/06

LEGAL REF: Lic. Regs: 5920; Mem. of Agr: Sec. VII

CROSS REF: N1; N3

ANNOTATIONS/BRIEF HISTORY: Adopted by State Board of Ed. 5/14/90 Noted in PSB Minutes 7/30-31/90; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
POLICY ON FOLLOW-UP VISITS FOR TEACHER EDUCATION
PROGRAMS WHO HAVE BEEN GRANTED LIMITED OR
CONDITIONAL APPROVAL**

It is the policy of the Professional Standards Board that follow up visits by the Board are required to all colleges and universities where the original visiting team for program approval granted conditional or limited approval because of areas of needed improvement. Exceptions may be granted by the Board after recommendation by its Higher Education Committee. Requests for such exceptions may originate with the Higher Education Committee or the institution.

DATE ADOPTED: 10/30/92

DATE REVISED:

LEGAL REF:

CROSS REF: N1; N2

ANNOTATIONS/BRIEF HISTORY: Noted in PSB minutes 7/13-14/92

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE SELECTION OF MEMBERS OF VISITING TEAMS
FOR TEACHER PREPARATION PROGRAM APPROVAL VISITS**

It is the policy of the Standards Board for Professional Educators (hereinafter "Standards Board") to attract the most qualified individuals to serve on visiting teams in the teacher preparation program approval process.

At the same time, it is essential to the operations and credibility of the Standards Board that a visiting team not only be independent and impartial and that its recommendations be made solely on the merits of the institution visited, but that a visiting team is perceived as being free from any bias or prejudgment as well.

Public confidence in the integrity of the Standards Board may be lessened whenever a conflict, or perceived conflict, exists between the private interests of a visiting team member and his or her official responsibilities. Such confidence is also eroded when unqualified persons are selected to serve on visiting teams.

Therefore, to ensure fairness and impartiality in the visiting team process, while at the same time attracting those most qualified to serve in that process, the following policy is hereby adopted:

I. INTENT

It is the intent of this policy to establish a procedure for the selection of visiting team members that is simple to implement, assumes the integrity of those asked to serve, provides both informal and formal objective reviews of any questions concerning the qualifications or propriety of an individual asked to serve on a visiting team, and vests the Standards Board with the final authority on this subject.

II. PROCEDURE

A. At such time as a visiting team is to be selected, the Licensing and Professional Standards Office shall develop a proposed list of individuals to serve on the visiting team. The Licensing and Professional Standards Office shall contact each person on the team and, in addition to inquiring as to the willingness of each person to serve, shall further inquire in detail about whether the person is qualified to serve and whether any actual or perceived conflicts of interest might interfere with the person's service on a visiting team.

B. Upon the Licensing and Professional Standards Office's satisfaction that the team contains persons who are qualified to serve and would not present any actual or perceived conflict of interest, the institution to be visited shall be notified of the names of visiting team members. The institution may request in writing that one or more members be removed from the team and a substitution be made either because of a lack of qualifications, conflict of interest or perceived conflict of interest. The underlying reasons for the request shall be included in the written request. The request shall be submitted to the Licensing and Professional Standards Office.

DATE ADOPTED: 3/21/94

DATE REVISED: 4/12/06

LEGAL REF: Lic. Regs. 5920; Memorandum of Agreement - Sec.VII

CROSS REF: N1, N2, N3

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

C. Upon receipt of such request, the Licensing and Professional Standards Office shall notify the member or members identified by the institution of the request and of the underlying reasons therefore. The member or members so identified shall either agree to be replaced or seek further guidance through informal discussion with the Higher Education Standing Committee.

D. The Licensing and Professional Standards Office shall present the team to the Higher Education Standing Committee of the Standards Board for review and approval. If any request remains unresolved at the conclusion of the review by the Higher Education Standing Committee, the matter shall be referred to the Standards Board for a final decision. The Standards Board shall decide the matter based upon any written documentation and staff or committee reports. At its discretion, the Standards Board may hear from the member or members in question and the institution.

III. DEFINITIONS

For the purposes of this policy, the following terms are defined:

"Lack of qualifications" means the lack of training, education or experience necessary to understand or evaluate the program under review.

"Conflict of interest" means a significant pecuniary, job-related or personal interest in the outcome of the review of a teacher preparation program.

"Perceived conflict of interest" means a pecuniary, job-related or personal interest in the outcome of the review of a teacher preparation program on the part of a visiting team member that might be viewed as:

- (a) undermining his or her independence or impartiality of action,
- (b) causing him or her to act on the basis of unfair considerations, unrelated to the merits of the matter,
- (c) causing him or her to give preferential treatment to another interest, unrelated to the merits of the matter,
- (d) using visiting team membership for the advancement of personal interest,
- (e) using visiting team membership to secure special privileges or exemptions,
- (f) otherwise adversely affecting the confidence of the public in the program approval process.

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE USE OF
RESULTS OF PROGRAM APPROVAL VISITS**

If an institution uses the results of its program approval visit in its publications, it must include program approval status and must ensure that all material presented is accurate, current and balanced.

DATE ADOPTED: 2/9/95

DATE REVISED:

LEGAL REF: Lic.Regis: 5900

CROSS REF: N1; N2; N3; N4

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY AND PROCEDURES ON IMPLEMENTING RECOMMENDATIONS FOR
LICENSURE THROUGH APPROVED PROGRAMS**

As a matter of policy, the Standards Board for Professional Educators is committed to a successful transition for a student completing an approved program to becoming a licensed educator.

The recommending institution and the Licensing Office of the Department of Education are partners in this transition and every effort should be made to ensure accurate, consistent, and efficient procedures for implementing a final recommendation for licensure and issuing a license.

After consultation with representation from educator preparation institutions and the Licensing Office, the procedures of the recommending institution and the Licensing Office have been delineated.

Procedures for the recommending institution will include:

- having a shared decision-making process, with institutional appeal procedures, which will result in a licensure recommendation;
- having one person, other than the registrar, be responsible for affixing the "caused to be" stamp to the transcript. The person is the "final checker".
- maintaining clear records on issues of licensure and keeping those records in one location;
- providing to the Licensing Office an annual list of all recommendations for licensure.

Procedures for the Licensing Office will include:

- creating applications and providing them to the institutions;
- processing applications when all information, including transcripts, is complete;
- only accepting transcripts that have the official recommendation stamp. The wording on the official stamp shall be the same at each institution.
- setting up a file for each individual recommended for licensure;
- checking criminal records, oath, child support and tax forms;
- issuing the license to the educator;
- reviewing a sampling of applications for accuracy, including but not limited to, program of preparation, student teaching, degrees conferred.

DATE ADOPTED: 6/1/95

DATE REVISED:

LEGAL REF: Memorandum of Agreement-Sec.VII; Lic. Regs: 5310; 5900

CROSS REF: A3; N3; N4; N5

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON INTERPRETATION OF THE MAJOR IN LIBERAL ARTS
OR SCIENCES**

Licensing regulations require that all candidates for licensure have completed a major in the liberal arts or sciences. A major is defined in the regulations as "at least thirty credit hours from an accredited/approved four-year institution that are organized in a logical developmental sequence." An interdisciplinary major is defined as "a planned program of study approved by the institution which includes courses in no more than three liberal arts and sciences disciplines and at least 18 hours in one of those disciplines."

It shall be the policy of the Standards Board to interpret these regulations as follows:

- I. All baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
 - a. A major listed on a transcript; or
 - b. Thirty credit hours that fulfill the definition of a major.
- II. All post-baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
 - a. A major listed on a transcript; or
 - b. Thirty credit hours that fulfill the definition of a major; or
 - c. Documentation and evaluation of equivalent learning experiences. Evaluation shall be done by the recommending institution; or
 - d. A combination of "b" and "c".
- II. Each institution with an approved program, the Peer Review process, or other processes for becoming licensed specified in section 5300 of the licensing regulations shall define its own process for students to document, and for the institution or process to evaluate, equivalent learning experiences. Each institution shall document its evaluation in its Institutional Portfolio for program approval.

DATE ADOPTED: 5/3/96

DATE REVISED: 4/12/06

LEGAL REF: Licensing Regulations: Definitions; sec. 5231; sec. 5900

CROSS REF: N1; N6; N7

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06, 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
POLICY ON ALTERNATIVE TO STUDENT TEACHING IN
APPROVED PROGRAMS**

The Standards Board for Professional Educators believes that a supervised, concentrated field experience in an appropriate setting is a necessary component in the development of competent educators. The majority of individuals seeking licensure through an approved Vermont Educator Preparation Program complete a traditional student teaching experience. A candidate, seeking licensure through an approved program, who has had extensive teaching experience that may have been in a setting other than a regular public school classroom may apply all or part of that experience as an alternative to student teaching. The alternative experience is evidenced by the following criteria:

1. Verification of the equivalent of twelve (12) consecutive weeks of teaching experience in an educational setting.
2. Supervision by a qualified person (i.e. a certified educator or a professional, who carries a credential or license appropriate to the occupation, in the field). The qualifications are determined by a resume review.
3. Documentation of sustained supervised experience in the knowledge and performance standards as well as any additional requirements in the endorsement area or field.
4. Documentation of sustained supervised experience at the instructional level for which licensure is sought.

Responsibility for determining an alternative experience rests with the institution.

DATE ADOPTED: 6/4/96

DATE REVISED: 4/12/06

LEGAL REF: Lic. Regs: Definitions; sec. 5234; sec. 5900

CROSS REF: N1; N6; N7; N9

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
POLICY ON STUDENT TEACHER PLACEMENT
WITH A NON-VERMONT LICENSED COOPERATING TEACHER**

In order to place student teachers with non-Vermont licensed cooperating teachers, educator preparation programs must have a written policy, approved by the Vermont Standards Board for Professional Educators (VSBPE), for these placements. This policy will be reviewed as part of the ROPA process.

Each college will submit policies and procedures ensuring the quality of these placements consistent with *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals* including the *16 Principles for Vermont Educators*, and the knowledge and performance standards as well as any additional requirements for the endorsement area(s).

Data concerning these placements will be maintained by each program and included in the Institutional Portfolio for review.

Alternate routes to licensure are also subject to this policy.

DATE ADOPTED: 7/15/99

DATE REVISED: 4/12/06

LEGAL REF: Lic.Reg. 5923.3 b

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHING AND/OR PRACTICUM REQUIREMENTS FOR
DUAL INITIAL LICENSURE, ADDITIONAL ENDORSEMENT, OR MULTI-LEVEL
ENDORSEMENT**

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* (9/03) define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement sought (section 5150)." If more than one initial endorsement is sought, then additional practicum requirements, as specified in the "Additional Requirements" section for that endorsement, will apply. This is the case if the additional endorsement is sought after initial licensure as well.

For candidates seeking licensure or additional endorsement in a endorsement area that offers a PK-12 authorization (i.e., physical education, health education, dance, theatre arts, music, art, English as a Second Language, and modern and classical languages) the instructional level granted by the Institution of Higher Education or the Department of Education Licensing Office shall depend on three factors:

- The span of human development (i.e, early childhood through early adolescent and/or early adolescent through young adulthood) studied by the student in his/her coursework
- The developmental range (i.e., PK- grade 6 and/or grades 7-12) of the instructional methods studied by the student in his/her coursework
- The instructional levels of the student teaching and/or practicum placements of the student

For candidates seeking licensure or additional endorsement as a Special Educator or Consulting Teacher, the instructional level granted by the Institution of Higher Education or the Department of Education Licensing Office shall depend on three factors:

- The span of human development (i.e, early childhood through early adolescent and/or early adolescent through adulthood) studied by the student in his/her coursework
- The developmental range (i.e., K- grade 8 and/or grade 7- age 21) of the instructional methods studied by the student in his/her coursework
- The instructional levels of the student teaching and/or practicum placements of the student

DATE ADOPTED: 3/15/05, moved to Section N 3/28/06

DATE REVISED:

LEGAL REF: Lic. Regs: 5442, 5443, 5444, 5923

CROSS REF: Noted in VSBPE minutes 11/8/04

ANNOTATIONS/BRIEF HISTORY:

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY FOR REQUESTS FOR APPROVAL OF NEW PROGRAMS

To request a review of a new educator preparation program, a college must follow the following steps and observe the following timelines:

1. A letter from the president to request the visit must be received at least six months before the program review visit is conducted.
2. Provide documentation of progress existing programs have made toward addressing the concerns of the visiting team(s). Pay special attention to programs under conditional approval.
3. Upon receipt of the letter, documentation, and approval of the Vermont Standards Board for Professional Educators (VSBPE), the visit date will be established by the Licensing and Professional Standards Office in cooperation with the college.
4. A Program Review Team will then be composed by the Licensing and Professional Standards Office and approved by the college. The Team will then be approved by the VSBPE.
5. At least two months prior to the scheduled visit, the Institutional Portfolio for the proposed program(s) is sent to the Licensing and Professional Standards Office designated staff and to the approved members of the Program Review Team.
6. The Program Review Team reviews the Institutional Portfolio and determines if any additional information is needed.
7. Visit is conducted.

DATE ADOPTED: 10/14/99

DATE REVISED: 4/12/06

LEGAL REF: Lic. Regs.: Section 5900

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

POLICY ON ACADEMIC COMPETENCE FOR STUDENT TEACHING

Statement of Purpose. This policy is to provide guidance to approved educator preparation programs on the application of Vermont State Board of Education Rule 5923.2 (c), establishing academic standards for candidates for student teaching. The VSBPE interprets Rule 5923.2 (c) as follows:

Policy.

1. An approved teacher preparation program is not required to use a particular minimum grade-point average (e.g. 3.0 on a 4 point scale) when determining whether a student has attained the B average required to begin student teaching. However, an approved program must apply the same grade-point standard to student teaching candidates as is applied by the program's host institution to determine other academic honors, such as its Dean's List or Honor Roll.

For example, a student with a 2.8 grade-point average will qualify for student teaching if a 2.8 grade-point is treated by his or her institution as a B average for all other purposes. Accordingly, if an institution equates the attainment of a 3.0 grade-point average with a B average, a student must have achieved a 3.0 average at that institution before entering student teaching.

2. In accordance with Rule 5923.2 (c), a student who has not attained academic competence as attested by an overall B average, and a B average in field of major studies as defined by the institution, prior to beginning student teaching may be placed in a student teaching position on written assurance of intellectual competence by the institution's academic dean.

DATE ADOPTED: 7/31/01

DATE REVISED: 4/12/06

LEGAL REF: Rule 5923.2 (c)

CROSS REF:

ANNOTATIONS/BRIEF HISTORY: Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON APPROVAL OF POST-BACCALAUREATE AND NON-
DEGREE GRADUATE LEVEL EDUCATOR PREPARATION
PROGRAMS**

Post-baccalaureate programs are educator licensure programs that are based on approved undergraduate educator preparation programs and designed for candidates who possess an undergraduate degree and seek only to complete the program's licensure requirements.

Non-degree graduate level programs are based on approved graduate level educator preparation programs and designed for candidates who possess either an undergraduate or graduate degree and seek only to complete the program's licensure requirements.

Institutions seeking to recommend candidates for educator licensure via completion of a post-baccalaureate or non-degree graduate level preparation program shall be required to obtain approval for these programs from the Vermont Standards Board for Professional Educators.

When these programs are the same as or part of the programs to which they are attached, they will be reviewed as part of those programs. In the case of post-baccalaureate programs, the approval process will include review of the program's entrance requirements and process for review of applicants' academic credentials. In regard to non-degree graduate programs, when an endorsement requires a graduate degree (e.g., school counselor), the program's criteria for determining which graduate degrees are comparable to the graduate degree required for licensure shall be reviewed. When post-baccalaureate or non-degree graduate programs' structures, processes, or content are different from the programs to which they are linked, they must provide documentation of how they ensure that candidates meet the licensure and endorsement standards for Vermont educators. The standards and performance criteria for exit from the post-baccalaureate and non-degree graduate programs shall be the same as the standards for all approved educator preparation programs in Vermont.

Institutions of higher education with approved post-baccalaureate and/or non-degree graduate level programs shall, during their full Results-Oriented Program Approval (ROPA-R) reviews, describe their entrance and exit criteria for all programs in the Institutional Portfolio, and provide documentation (e.g., candidate portfolios, sample admission reviews) from candidates in these programs during the review process.

DATE ADOPTED: 11/8/04

DATE REVISED:

LEGAL REF: Lic. Regs: 5931

CROSS REF: Noted in VSBPE minutes 1/15/04, 2/5/04, 3/8/04, 3/29/04, and 10/15/04

ANNOTATIONS/BRIEF HISTORY:

Guidelines for Developing Successful Educator Mentoring Programs

Approved by the VSBPE February 15, 2005

Mentoring is an essential component of the preparation and induction of new educators, and of the continuum of professional preparation, development, and leadership. Research shows that when done well, mentoring improves new teacher and thereby student performance, reduces educator turnover, and improves school climate.

These guidelines are intended to assist supervisory unions, school districts, and other entities in the design of effective mentoring programs for new educators. The components are organized in order of priority when initiating a mentoring program.

Mentoring

Mentoring is a structured program that pairs a mentor with an educator who is either new to the profession or new to the school, in order to provide training, orientation, assistance and support.

Mentors are experienced educators who have demonstrated high quality instructional practice and who are trained in mentoring to provide consistent individual guidance and support.

Components of Successful Mentoring Programs

Effective mentoring programs for new educators include the following five components:

1. A Structured Process That Is Focused On A Model of Practice Designed to Improve Student Learning

A Research-Based Model or Definition of Effective Practice: Effective mentoring programs are based upon a specific model or definition of effective educational practice that informs the objectives and substance of both the mentoring program and the supervision and evaluation system within the school and district. The model or definition is thoroughly understood by the mentors and drives the content and structure of mentoring activities.

Program and Individual Goals: Mentoring programs include both program and individual goals. Program goals specify the desired outcomes of the mentoring program at the school and/or district level and identify the means of evaluating the effectiveness of the program in relation to those goals. Program goals must be communicated to all members of the school community. Individual goals are developed by the new teacher in collaboration with their mentors, within the framework of the model or definition of effective practice, the *5 Standards for Vermont Educators*, and the school or district's Action Plan.

2. *Defined Criteria and Procedures for Selection of Mentors and Placement of New Educators*

There must be clear criteria and procedures for selecting mentors and for matching mentors and new educators. Important considerations include physical proximity and congruity of content and/or instructional level. In addition, there must be a process for on-going assessment of the relationship and of the mentor's skills.

3. *Initial and On-Going, Research-Based Training for Mentors*

There must be initial and on-going, research-based training for mentors in essential skill areas. These include adult learning theory, evidence-based observational skills, action research, and coaching skills.

4. *Complete Separation of the Mentoring and Performance Evaluation Processes*

The mentoring process must be clearly separated from the performance evaluation process. The mentor must not be involved in any way in evaluating the new educator for employment purposes.

5. *Adequate Time for the Mentoring Relationship to be Successful*

Duration: The mentoring relationship for a Level I educator should last a minimum of two years, with the most intense contact occurring during the first year. The intensity and content of the partnership will vary somewhat depending on whether the mentee is new to education (defined as having three or fewer years of experience) or is an experienced educator teaching in a new endorsement area.

Intensity: There must be consistent, dedicated time for each mentor/mentee pair to meet (not to take the place of individual or team planning time). At least weekly meeting time is recommended in the first year of the mentorship for the mentor and new teacher to jointly plan instruction and problem-solve difficult issues that have arisen in the classroom. In addition, at least monthly release time (a minimum of 3 hours/month) is recommended for mentor and new teacher to conduct structured observations of each other's practice.

To ensure successful implementation of these guidelines, it is recommended that mentoring programs provide a means for recognition and/or compensation for the mentor's training and work (e.g., stipends, relicensure or academic credit, public acknowledgement)

For further information on mentoring programs, please consult *The Vermont Field Guide to Educator Mentoring* (Spring 2003, The Teacher Quality Enhancement Program).

Guidelines for Developing Successful Educator Mentoring Programs

Approved by the VSBPE February 15, 2005

COMPONENT	EXPLORATION	TRANSITION	FULL IMPLEMENTATION
Structured Process for Developing a Mentoring Program	<input type="checkbox"/> Investigate research-based models for mentoring <input type="checkbox"/> Consider definition of effective teaching practices <input type="checkbox"/> Identify possible desired outcomes	<input type="checkbox"/> Adopt model for mentoring based on information gathered in investigation <input type="checkbox"/> Create or adopt working definition of effective teaching practices <input type="checkbox"/> Develop program goals that specify desired outcomes at district level	<input type="checkbox"/> Model for mentoring is thoroughly understood by mentors and all other members of school community <input type="checkbox"/> Mentoring model aligns with supervision/evaluation systems <input type="checkbox"/> Definition is thoroughly understood by mentors <input type="checkbox"/> Mentoring aligns with supervision/evaluation systems and effective teaching practices <input type="checkbox"/> Create mentoring activities based on model/definition <input type="checkbox"/> Identify means of evaluating effectiveness of program in relation to program goals <input type="checkbox"/> Communicate program goals to all members of school community <input type="checkbox"/> Develop mentee goals with mentor within model/definition

Page references refer to *The Vermont Field Guide to Educator Mentoring – First Edition*

Guidelines for Developing Successful Educator Mentoring Programs (Cont.)

COMPONENT	EXPLORATION	TRANSITION	FULL IMPLEMENTATION
Defined Criteria and Selection Process for Mentors and Their Assignments	<input type="checkbox"/> Identify possible criteria for selection of mentors	<input type="checkbox"/> Establish criteria for selection of mentors <input type="checkbox"/> Develop procedures for selection of mentors and their assignments	<input type="checkbox"/> Establish and implement procedures for matching mentors with mentees <input type="checkbox"/> Establish process for evaluating on-going relationship between mentor and mentee
Research Based Training and Support	<input type="checkbox"/> Identify effective practices for mentor training <input type="checkbox"/> Identify resources needed to support initial and on-going training of mentors	<input type="checkbox"/> Choose or develop appropriate training for your district <input type="checkbox"/> Provide initial training for mentors in essential skill areas	<input type="checkbox"/> Provide on-going training for existing mentors <input type="checkbox"/> Provide opportunities for collegial support among mentors <input type="checkbox"/> Provide initial training for additional mentors to expand district pool
Separation of Mentoring and Evaluation		<input type="checkbox"/> Differentiate between mentoring program and performance evaluation system	<input type="checkbox"/> Communicate clear and deliberate separation of mentoring program and performance evaluation system
Intensity of Mentoring Relationship	<input type="checkbox"/> Determine resources needed to provide appropriate mentoring support <input type="checkbox"/> Consider differentiated levels of intensity according to individual needs <input type="checkbox"/> Develop strategies for providing time for mentor/mentee observations and consultation	<input type="checkbox"/> Establish appropriate mentoring program <input type="checkbox"/> Establish procedure for determining appropriate level of intensity of individual mentoring program <input type="checkbox"/> Pilot strategies for providing time for mentor/mentee observations and consultation	<input type="checkbox"/> Provide for consistent mentor/mentee relationship <input type="checkbox"/> Provide level of intensity of mentoring appropriate to mentee's identified needs <input type="checkbox"/> Provide released time for structured observations <input type="checkbox"/> Provide consistent, dedicated time for mentor/mentee consultation